DOCUMENT RESUME

ED 097 653 CS 001 400

TITLE	Inservice Reading Resource Kit and Project Reading Alert: Package 4--Assessment of Listening Skills.
INSTITUTION	New York State Education Dept., Albany. Bureau of Reading Education.
PUB DATE	74
NOTE	52p.; See related documents CS 001 397-402
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Communication (Thought Transfer); Elementary Education; Individualized Reading; *Inservice Teacher Education; *Listening Comprehension; *Listening Skills; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; *Tests
IDENTIFIERS	*Project Alert

ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. Package 4, "Assessment of Listening Skills," contains basic skills materials and sample listening exercises with scoring devices to aid in the diagnosis of students' listening comprehension needs. Sample scoring sheets and charts are contained in the appendix. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 097653

Inservice Reading Resource Kit

and

Project Reading ALERT*

Package 4--Assessment of Listening Skills

Bureau of Reading Education

New York State Education Department

Washington Avenue

Albany, New York 12224

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* Project Alert was organized, supervised and evaluated by members of the Reading Bureau, under the direction of Mrs. Jane Algozzine, Chief of the Bureau.

CS 001 400

Overview of Project Alert

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Albany, New York

Project Reading Alert is a statewide inservice program with the objective of instituting or improving the diagnostic-prescriptive approach to reading instruction. In an effort to increase the impact of inservice programs, this project has been developed and coordinated by the Bureau of Reading Education of the New York State Education Department. Many previous inservice programs utilized outside speakers for short-term lecture courses which had little emphasis on demonstrations of classroom techniques. Project Alert is structured to overcome the widespread negative response of teachers to traditional inservice arrangements. For this reason the project has several unique features:

1. Classroom teachers are used to facilitate and guide inservice programs.
2. The emphasis is placed on the self-direction of teachers in determining content of the inservice program.
3. The emphasis is placed on classroom demonstrations of new techniques.
4. Finally, 50 school districts are cooperating and sharing inservice

materials and objectives.

Project Alert has been structured in three phases, each training a group of teachers who, in turn, have initiated an inservice program for other teachers. Through this "ripple" effect, it is expected that approximately 5,000 teachers will be exposed to the reading inservice program. The first phase of Project Alert, funded through ESEA, Title I funds, brought together the 50 directors of the summer programs for a 2-week workshop in March 1972. The participants focused on three main activities:

1. Exploring, critiquing, and utilizing the "Reading Resource Kit",
2. Refining inservice models for each of the 50 projects, and
3. Investigating additional diagnostic-prescriptive techniques by reviewing new commercial material and visiting school programs.

The 50 reading specialists returned to their communities to direct the second phase of the project, a summer instructional program for children in Title 1, ESEA programs and inservice training for 670 Title I ESEA teachers in the summer program. This second phase was also funded through Title I, ESEA. As the director facilitated, guided, and evaluated, the teachers designed their inservice program to meet their own needs in the classroom: diagnosis, prescription, evaluation, and management. The spirit of experimentation was encouraged through classroom demonstrations, shared instructional responsibilities, and self-evaluation. The Reading Resource

Kit and commercial material provided the focal point for teachers' discussions and team projects. An important objective of the summer phase was to prepare the teachers to organize and facilitate inservice programs this past academic year (1972-73) in their individual schools. The teachers trained during the summer returned to their buildings as teachers-leaders with the responsibility of organizing an inservice program for their fellow teachers.

Throughout this program, commercial and locally developed materials were used to assist teachers. The Bureau of Reading Education prepared a Reading Resource Kit to give added structure and direction for the 50 projects. This multimedia kit presently has six packages which permits the teacher to select areas of interest and needs, and to work through the readings, tasks, and evaluations. This may be done independently or in a group, depending on the desired organization of inservice in that building.

The Reading Resource Kit provided structural guidelines for developing a reading program based on individual needs of students as advocated by the Regents position paper on reading. Inservice leaders used the kit as a springboard for evaluating and improving the skills and techniques of the teachers. Other inservice materials will be used to expand the program as the needs of the teachers indicate. The kit is not designed as a complete teaching resource nor as a complete reading program for a school system.

The kit's central focus is the development of a diagnostic-prescriptive approach to classroom reading instruction. Each of the packages in the kit analyzes one skills topic in reading. The following is an outline of the contents of the packages:

I. The Recognition of Readiness

II. The Informal Reading Inventory

1. How to Construct
2. How to Administer with a Demonstration of Procedures
3. Recording Scores

III. Diagnosis of Word Recognition Ability

1. Techniques for Testing
2. Interpretation of Tests
3. Available Materials

IV. Assessment of Listening Skills

V. Classroom Management

1. Data Collection: Organization and Use
2. Facilities
3. Instruction

VI. Fry Readability Index

VII. Improving Comprehension Through Questioning Techniques (available 1974)

VIII. Reading in the Content Areas (available 1974)

IX. Prescription in Word Recognition Skills (available 1974)

With this brief overview of the components and activities of Project ALERT, one of the six available packages is presented following the Administrator's Handbook which describes the intended uses of the packages.

Administrator's Handbook

for

Inservice Reading Resource Kit

Gratitude is expressed to those writers who helped prepare individual packages and provided inspiration and creativity as they wrote the narratives, planned the sequences, and arranged the tasks for the Inservice Reading Resource Kit. Appreciation goes to:

PHOEBE LAZARUS -Supervisor of Special Education, BOCES -Nassau County, for the Readign Readiness Package

DOROTHY OHNMACHT -Assistant Professor of Education at Russell Sage College, for the Informal Reading Inventory

JANE COLLIS -Former Director of Reading in Holland Patent Schools, for Diagnosis of Word Recognition Ability

FRANCIS HODGE -Assistant Director, Two-Year College Student Development Center, for Assessment of Listening Comprehension

BERYL STEADMAN -District Supervisor of Reading, District #3 Huntington, Long Island, and THOMAS FITZGERALD, Associate in Reading Education, for Classroom Management

EDWARD FRY -Director of Reading Center, Rutgers University, for Readability Index

The narratives for the cassettes were read by:

SARA PITT -Reading Specialist, former teacher at Albany High School

PHILIP MORRISON -Associate in Educational Communications

The writing-editing staff consisted of Sara Pitt, Agnes Holleran, former English Department Chairman at Cohoes High School, and Ellen Murphy, English teacher. They contributed to the clarity, conciseness, and accuracy of narratives, tapes, and workbooks.

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Appreciation also is due to the staffs in the State Education Department units: Mass Communications, Audio Visual Center, and Publications for exceeding their roles in producing materials. Special mention is given to Helen Marion and Joan Spaeth of the Guilderland Central School District and to William Neiger of Shaker High School, Latham, for their kind cooperation in making the production possible.

This resource kit was prepared under the direction of ALBERTA C. PATCH, Associate, Bureau of Reading Education.

Other members of the State Education Department who gave generously of their time in a consultant capacity are:

CATHERINE BAILEY, Associate, Division of Research and Educational Communications

THOMAS FITZGERALD, Associate, Bureau of Reading Education

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WILLIAM HETZER, Associate, Bureau of Educational Television

ROBERT JOHNSTONE, Chief, Bureau of Elementary Curriculum

FRANCES MORRIS, Associate, Bureau of Reading Education

PAULA ROLLINS, Associate, Bureau of Reading Education.

FOREWORD

The idea for the Inservice Reading Resource Kit for classroom teachers was first conceived in the Bureau of Reading Education in 1970. At that time the need to reach far more teachers than is presently possible through inservice local workshops or through the limited number of collegiate programs available to a district became evident. This led to a decision to develop a series of learning packages, for use by individual teachers or by small groups of teachers, While they are designed to be self-directed and self-paced, it is hoped that they will be used whenever possible under the direction of a competent reading consultant or director of curriculum. The first six packages completed in the series deal primarily with diagnostic techniques useful in the classroom, the evaluation of the approximate difficulty of materials and the organization of a classroom to provide individualized instruction and thus fill the identified needs of the learner.

These packages are intended to serve as tools and to expand the capacity of the State Education Department to reach all teachers in New York State concerned with providing the highest quality of instruction. It is our hope that these materials, used in proper perspective and supplemented by other means for improving the teacher's effectiveness in the classroom reading program, will enable the school districts to implement the program proposed in the Regent's Position Paper No. 12, Reading, published in July, 1971.

Jane Algozzine

Jane Algozzine, Chief
Bureau of Reading Education

INTRODUCTION

Does your teaching staff need help in:

---constructing and administering diagnostic reading tests
---individualizing reading instruction
---determining the readability level of materials
---determining reading readiness of individual students
---testing word recognition ability
---developing communication skills related to reading---such as those found in listening
---designing programs for students based on their abilities and needs

Do you find it difficult, if not prohibitive, to get the time, facilities, and resources needed to provide such help?

The Inservice Reading Resource Kit provides low-cost, on-the-job training to assist classroom teachers in individualizing reading programs. Flexibility is an important feature of the multi-media approach. Since the program is self-administering and self-instructional, the teacher can schedule his own learning time and place, can adjust the materials and the pace to fit his own needs, using as many or as few of the components as he chooses. The only facilities needed for the program are a cassette playback recorder, a pencil, working space, and either a 16mm film projector or a one inch video tape-projector, preferably one which includes a monitor.

Few bibliographical references are included in the kit since they tend to become out dated rather rapidly and lists may be interpreted as restrictive. Administrators are urged to keep information about up-to-date professional resource materials readily available. The school Reading Coordinator can suggest specific materials on request.

Self-Instructional Inservice Reading Kit: A Resource for Developing Diagnostic-Prescriptive Techniques in Classroom Teaching of Reading'

Objectives for Use

...Administrators and reading supervisors will be able to offer a resource packet to classroom teachers to assist them in individualizing their reading programs.

...Administrators and reading supervisors will be able to plan a self-instructional in-service reading course for classroom teachers.

...Classroom teachers will be able to use these multi-media packages independently to develop expertise in individualizing reading instruction.

...The classroom teacher will be able to use the packages in this resource kit to instruct herself in:

...assessing student readiness for learning to read

...constructing appropriate diagnostic reading instruments

...determining suitable reading materials for students

...prescribing appropriate reading tasks and programs for students

...recording reading progress and maintaining records for students

...selecting classroom management procedures appropriate to specific needs

The Inservice Reading Resource Kit is intended to serve as a spring board, helping the classroom teacher to diagnose students' reading proficiency and to prescribe appropriate programs for every child in a range of from-below-to-above-average achievement. It is not meant to be a clinical instrument. Intentionally, it oversimplifies techniques for diagnosis, holding to the thesis that as a teacher gains expertise, he will become aware of questions which are raised by specialists in the field, and will pursue sophisticated procedures at greater depth than is undertaken in this foundation study.

OVERVIEW OF CONTENTS

Package I — The Recognition of Readiness (Beginning Reading Level)

This package deals with means of determining a child's development in mastery of the skills essential to learning to read. It provides a set of axioms or generalizations about the process of reading which should help the teacher to identify the child's point of readiness. Suggestions are given for certain tasks which will aid the teacher in prescribing appropriate instruction to meet those needs.

Package II — The Informal Reading Inventory

This package explains how to construct and how to administer the informal reading inventory which is a most useful instrument in providing appropriate placement for students in materials and in the reading skills sequence. It helps diagnose strengths and weaknesses giving the teacher insight into the individual's learning needs. A video tape or 30 mm film demonstrating procedures accompanies the package.

Package III — Diagnosis of Word Recognition

This package goes into detail in the techniques of testing word recognition. Materials are suggested. Interpretations of results are provided as guidelines for teachers. Actual test situations have been recorded on cassette tapes.

Package IV — Assessment of Listening Skills

This package presents materials for assessing the child's listening comprehension level. Sample exercises, scoring devices, and samples of question techniques are included. This is the first of several packages dealing with communication skills which are related to the reading process. (The other packages are to be developed at a later time).

Package V — Classroom Management

This package deals with three major concerns in classroom management. Section I focuses on data collection. The teacher learns how to organize and use information about students' reading skills. Section II deals with classroom facilities and staffing. Section III is directed toward instructional procedures.

Package VI — The Fry Readability Index

This package is a working tape and study book to teach the Fry Readability Index, which is one of many methods used to determine a textbook's level of reading difficulty.

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Suggestions for Use of Resource Kit

Situation I

A beginning elementary classroom teacher has had little or no background in the teaching of reading. She asks for help in organizing her classroom. The principal of her school calls the Inservice Reading Resource Kit to her attention, and helps her arrange a schedule for using it after school in the library of the school on two days each week. He asks her to keep a log which will show any value this resource may have in improving her own effectiveness in the classroom and asks her reading teacher to assist her in her use of this kit.

Situation II

A team of social studies teachers in a middle school is concerned with the suitability of textbooks for the students. The department chairman schedules meetings for them to use the resource kit and learn how to determine the readability difficulty of the texts. They learn from the resource kit how to do informal testing to find the students' reading instructional level. Their findings will be reported to the school principal and to the guidance office to be shared with teachers in other content areas. Recommendations as to the appropriateness of materials will be included in the report and adjustments will be made in selections of texts and in grouping procedures to provide suitable instruction for the students.

Situation III

The curriculum committee of a school district has reported that there has been no recent inservice course in reading for its classroom teachers. A survey of need and a priority list is made. Teachers in greatest need of this service are scheduled through the entire resource kit by the reading supervisor. A salary increment is allowed for inservice credit, according to district policy, when a teacher gives evidence of satisfactorily completing the course.

Situation IV

A langauge-arts social studies team of teachers on a secondary level questions the suitability of the curriculum for the low, average, and above average students in the school. The reading coordinator suggests they use a readability index on texts and supplementary materials. This leads to further study of the Inservice Reading Resource Kit. Among other discoveries, the team determines, after profiling available student test scores, that the above average segment of population is capable of stretched performance. A survey of available resources in school and community is recommended. The team constructs a curriculum of greater range and depth for these students, utilizing suggestions from the packages of the kit in determining needs and prescribing extended opportunities for independent study and individualization.

Inservice Reading Resource Kit

PACKAGE IV

Assessment of Listening Skills

INTRODUCTION

In addition to providing the background necessary for understanding the ideas and vocabulary found in reading materials, listening skills are the foundation for the development of the other communication skills. All of us, adults or children, usually spend more time listening than speaking. Information comes to us chiefly by listening.

An evaluation of a child's listening ability can be an effective and dependable measure of reading readiness. Evidence that a child understands what he hears can be used to determine his instructional level.

This booklet has been designed to help you diagnose the listening comprehension needs of your students. It has been designed for use with individual students; however, some of the suggested procedures could be utilized in group situations.

The materials for assessing a child's listening comprehension have been organized in three parts.

I. Basic skills materials are found in this booklet, Part One.

II. Sample listening exercises with scoring devices are found in this booklet, Part Two.

III. This booklet appendix contains sample grid sheets and charts.

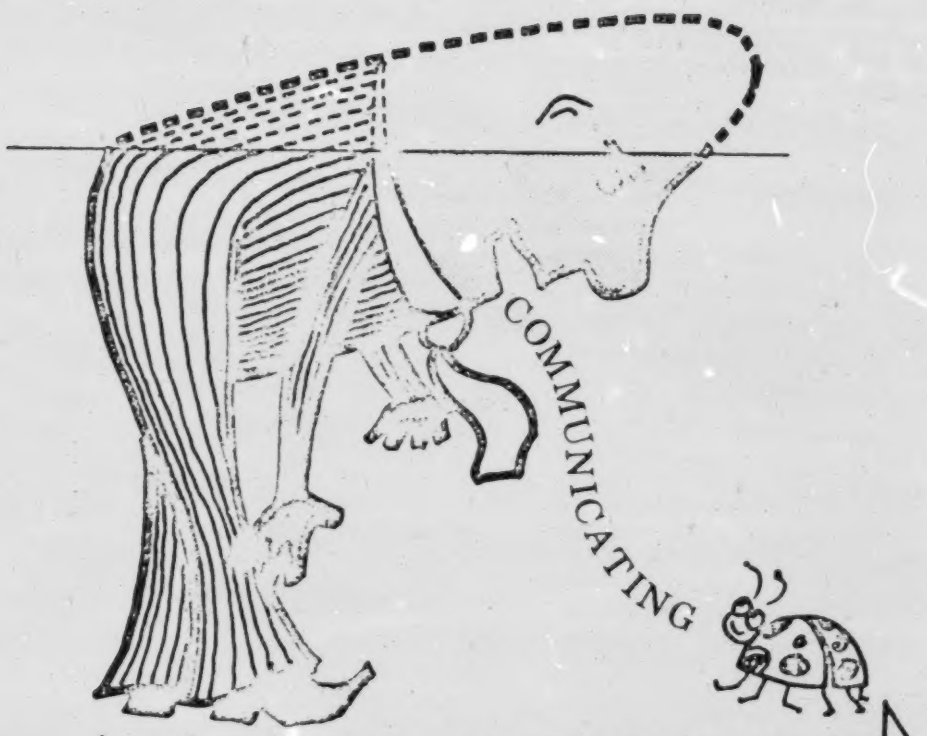
To begin your program, read this booklet Part One, "Introduction and Basic Skills Materials."

PART I

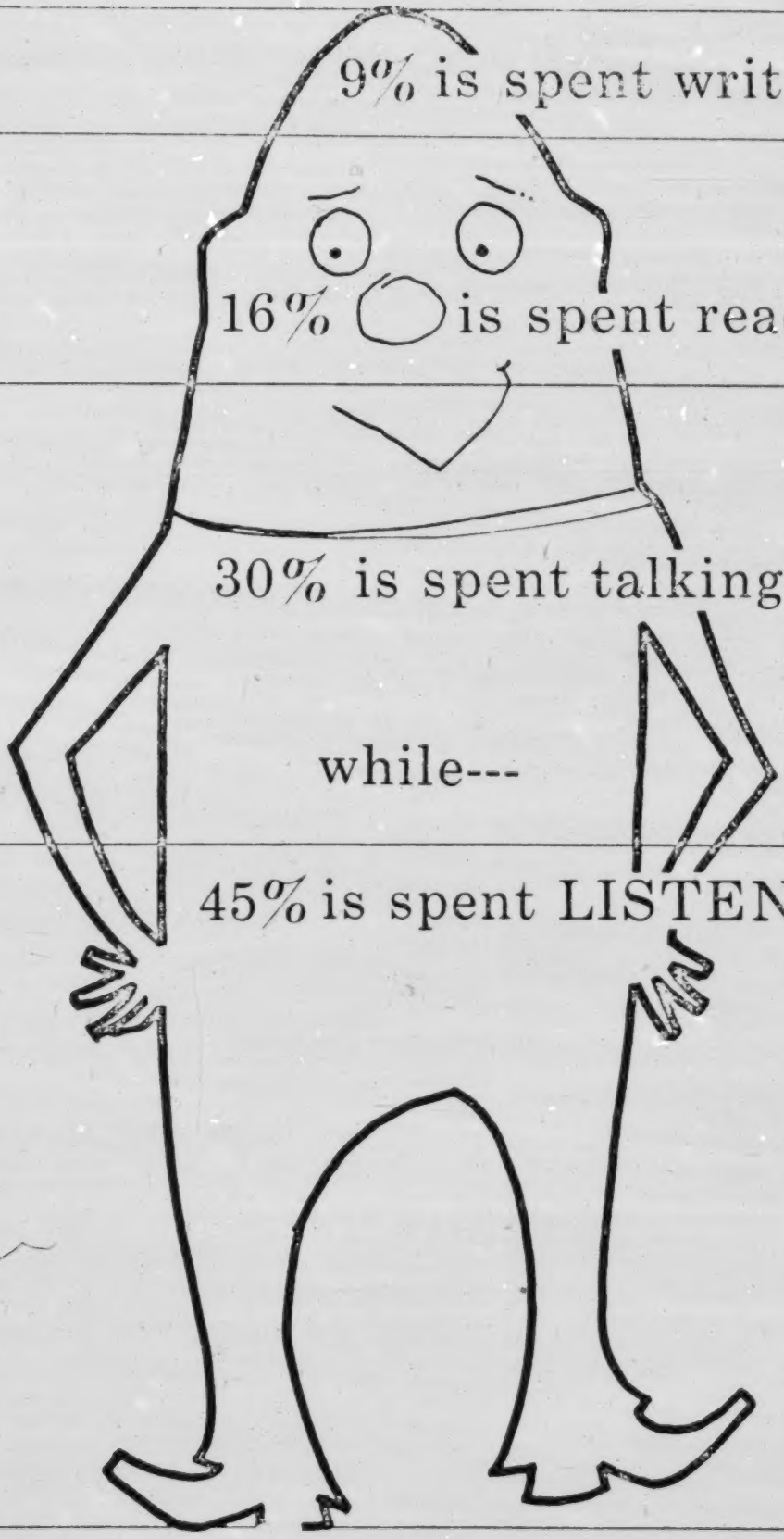
BASIC SKILLS MATERIAL

70%

of a person's
time each day
is spent in



And of this 70%


9% is spent writing;
16% is spent reading;
30% is spent talking;
while---
45% is spent LISTENING

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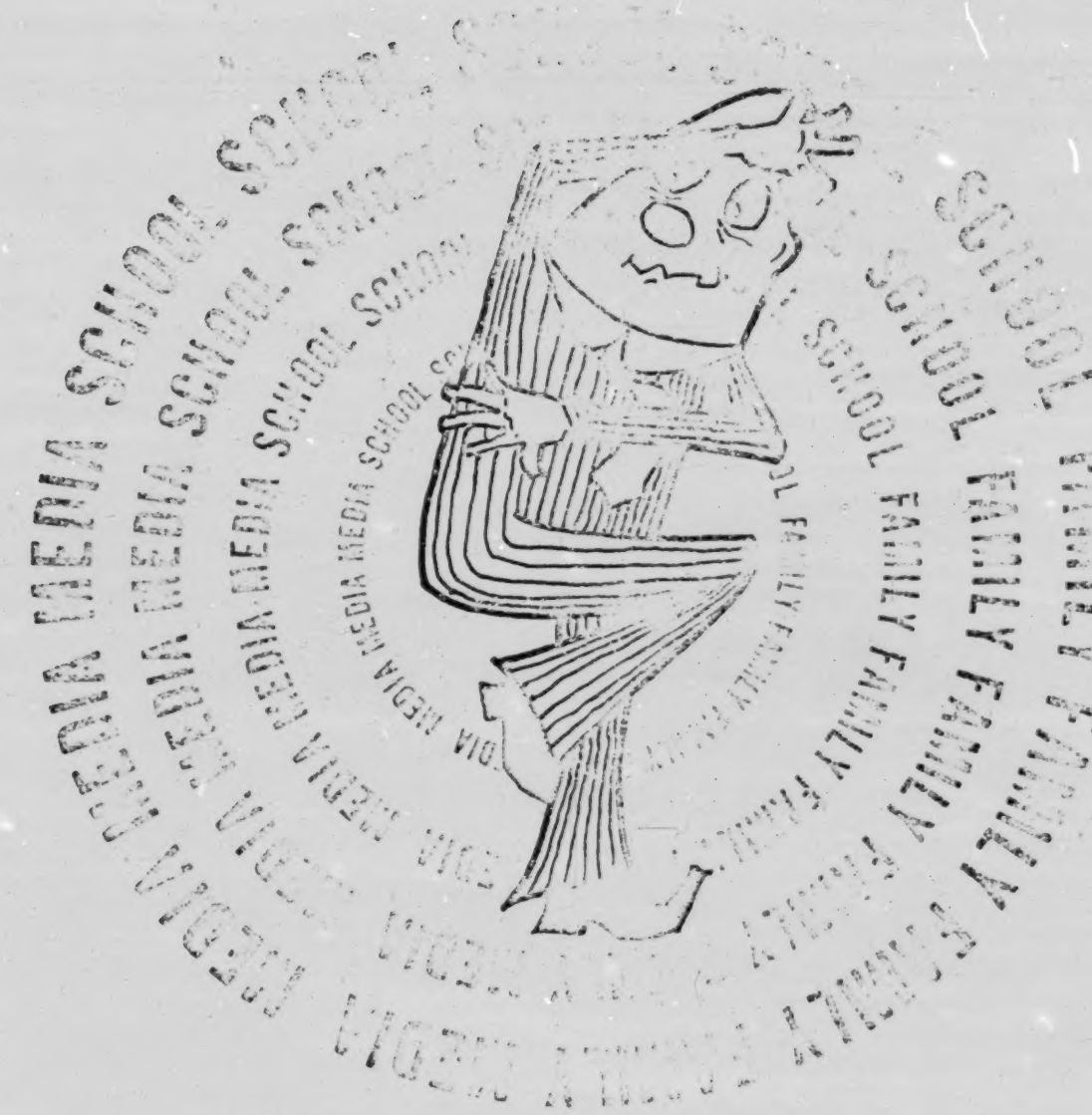
Everyday the listener is bombarded with sounds from


SCHOOL FAMILY A FAMILY
SCHOOL FAMILY FAMILY
SCHOOL MEDIA MEDIA SCHOOL
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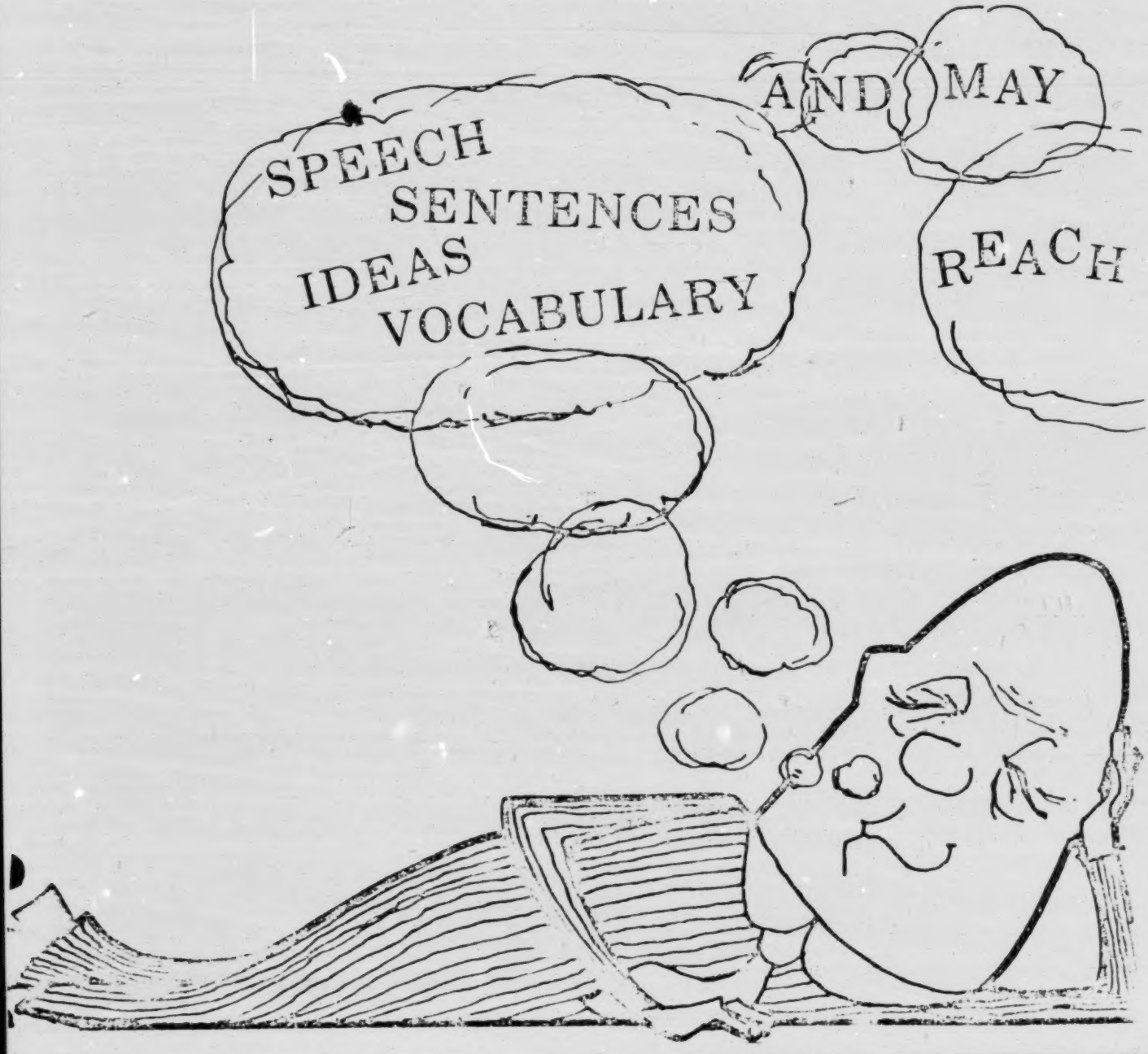
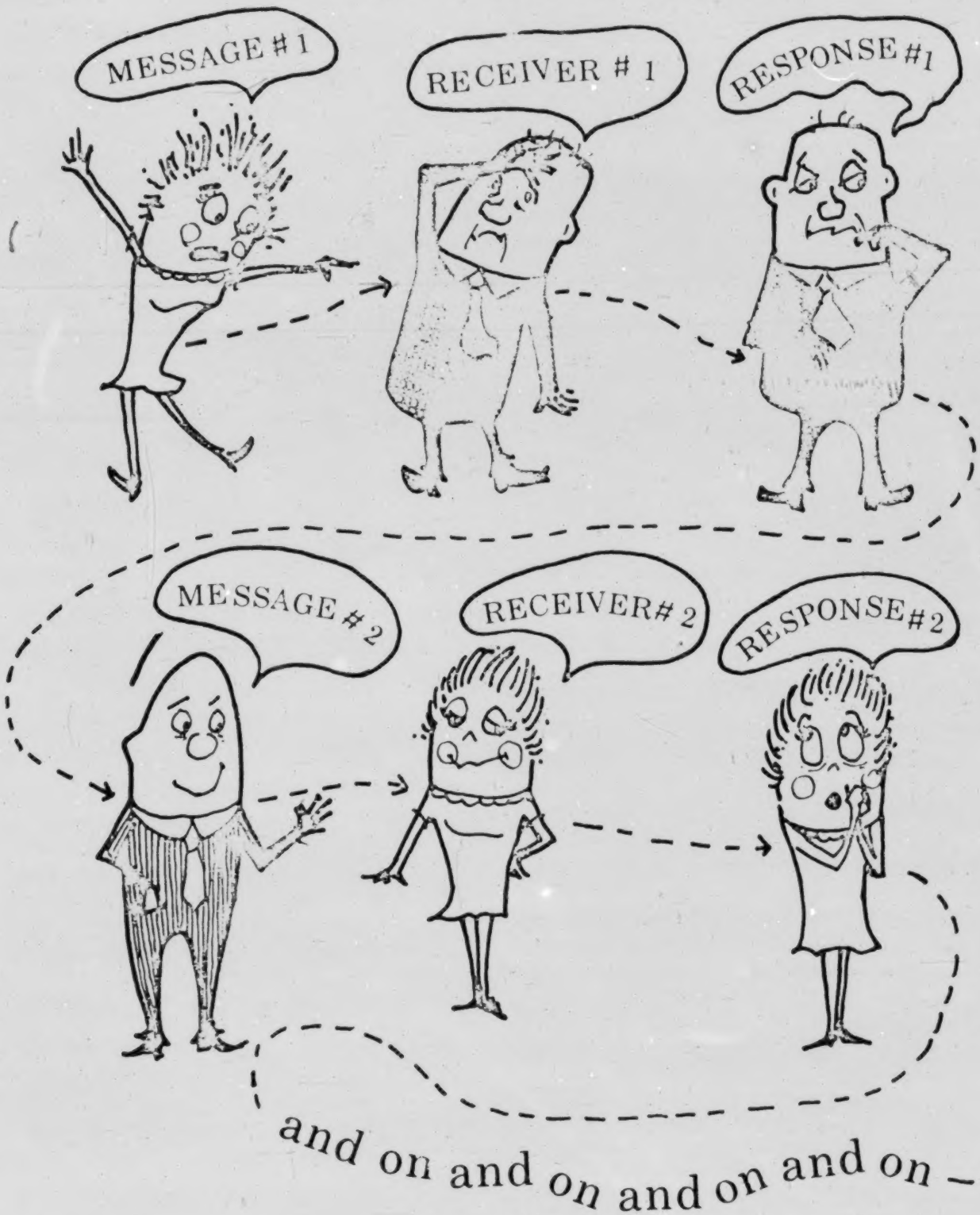
When these
sound inputs
are heard
a reaction
may result in



ANOTHER LISTENER

this process continues...



and on and on and on and on →

Sometimes, however, a block intervenes between the message and the receiver,

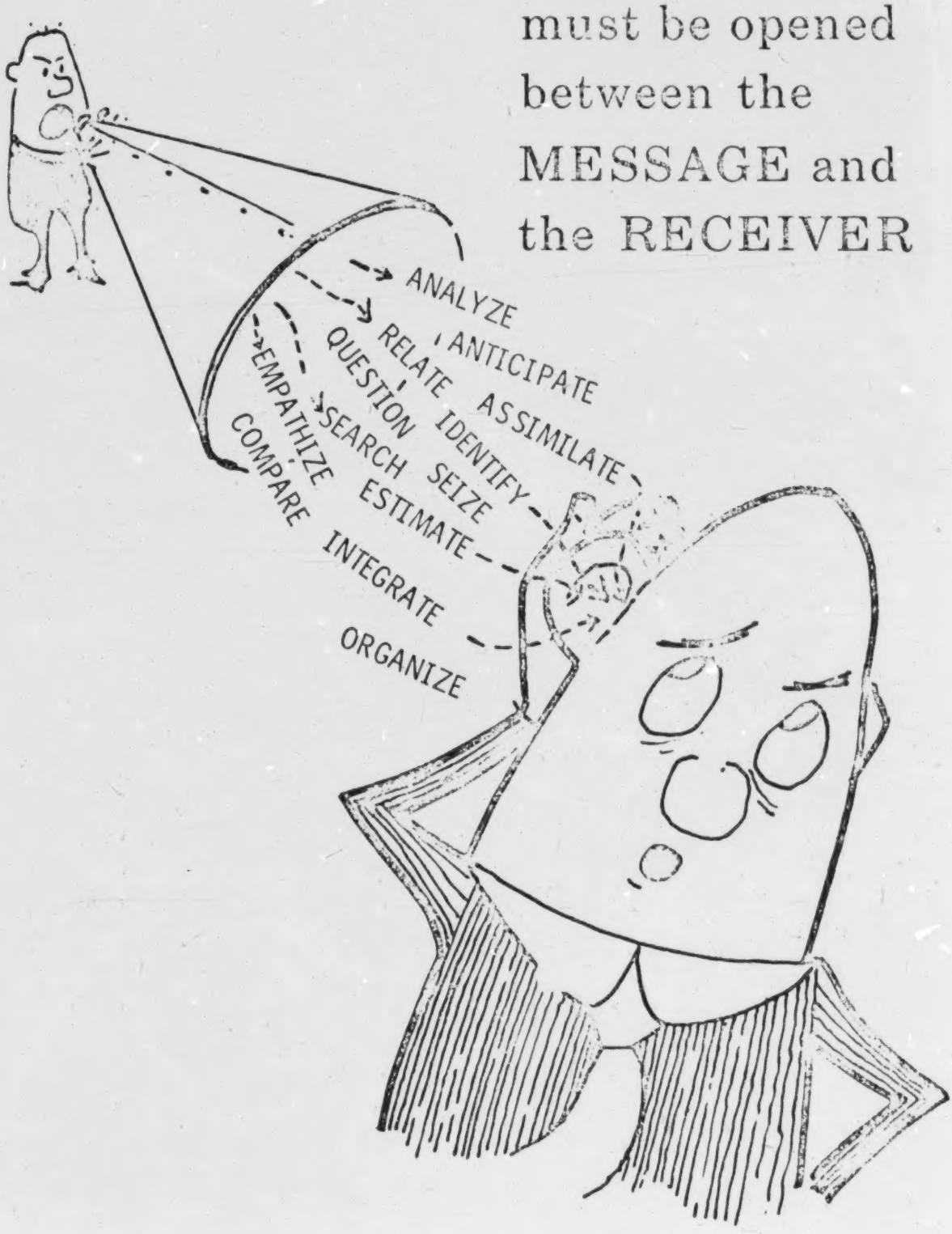
- daydreams
- isolates sounds
- is interested only in small details
- does not get personally involved
- accepts words at literal level only
- does not make inferences
- avoids cues
- likes to argue
- does not relate new data to past experiences or learnings
- does not require proof or evidence
- is distracted easily by outside influences, affections attitudes

So,

NOTHING is
received,

and NOTHING
can be sent.

Lines of travel must be opened between the MESSAGE and the RECEIVER



THE RECEIVER
MUST LISTEN

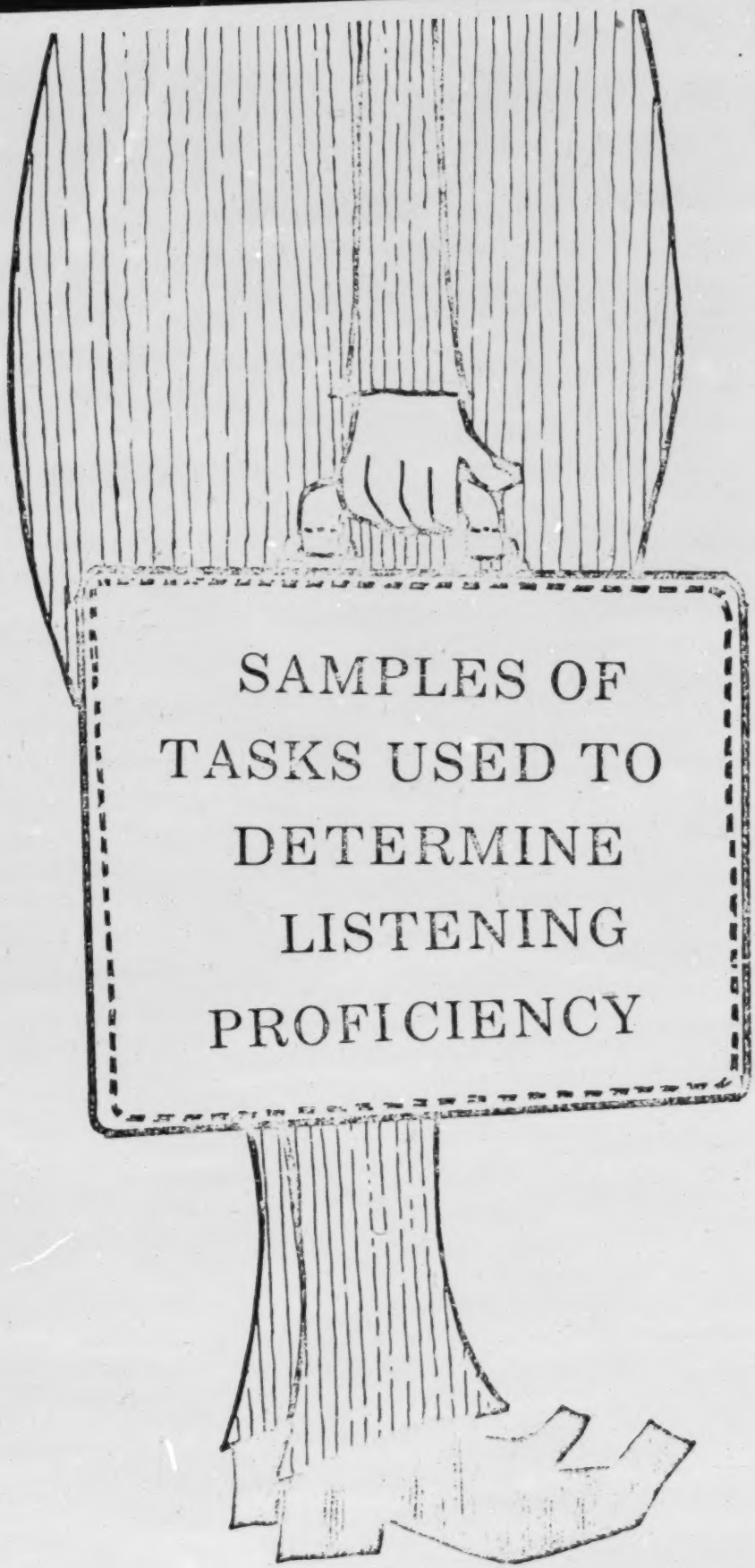
GOOD RECEIVERS must be encouraged to develop POSITIVE LISTENING HABITS.

A good listener should be able to:

1. Integrate what he hears with what he knows
2. Listen with feeling and intuition
3. Listen for the essence of things
4. Look for ideas and organization
5. Look for distortions and misinformation
6. Keep an open mind
7. Recognize cause-effect relationships

And use what he hears to:

1. Categorize facts
2. Compare data with past experiences
3. Identify main idea and supporting details
4. Outline key points
5. Summarize speaker's intent
6. Use speaker's ideas for inference and hypothesis making
7. Make accurate judgments of speaker's message
8. Distinguish between fact and opinion
9. Interpret figurative language



SAMPLES OF TASKS USED TO DETERMINE LISTENING PROFICIENCY

THE RECEIVER MUST LISTEN TO:

IDENTITY SOUNDS

Task One: Identify sound heard daily (people talking, train whistles, car motors, wind, etc.) in the student's school/area environment.

Task Two: Identify special sounds--whistle, bell ringing, hammer tapping, rapping on glass, rubbing sandpaper, blowing a horn.

Task Three: Identify words which begin with particular sound as teacher pronounces them from a series.

IDENTIFY VOICES

Task One: Use tape of several adult voices. Have student select teacher's voice from group. Describe characteristics of other voices heard--low voice, squeaky, high-pitched, etc.

Task Two: Identity voices of classmates either from a tape or from behind a screen.

Task Three: Identify location of sound (outside-inside, front-back of room).

FOLLOW DIRECTIONS

Task One: Student is able to complete a one-direction task; for example, "Go to the window."

Task Two: Student is able to complete a two-or-more-direction task; for example, "Go to the window. Pick up the book about dinosaurs. Bring the book to a particular person. Return his book to the window."

Task Three: Student is able to understand an implied direction. The teacher says, "Now it is time for math class." Does the student understand that he must clear his desk and get ready with the appropriate materials? Does he understand the directtions that are implied by certain common statements? It is time for lunch." "Next is reading class." How does the student react to such statements?

NOTE SEQUENCE OF DETAILS

Task One: Read a simple two-or-three-step process. Ask student: "Did such & such come first or last?"

NOTE SIGNIFICANT DETAILS

Task One: Read a simple statement. Follow this reading with a direct recall question. Statement: The dog ran down the street. Question: where did the dog run?

Task Two: Read a paragraph aloud. From among many details select the most important and question the student for recall.

Task Three: Read a series of sentences aloud. Ask students to repeat each sentence. Then read sentences again omitting key word. Ask students to complete.

Task Four: Read a series of words from a list, starting with one word and increasing the number, asking the student to repeat from memory. Discontinue when a student misses two in a row.

DISTINGUISH BETWEEN FACT AND OPINION

Task One: Prepare simple paragraph of factual information. Insert one sentence of opinion. Read aloud and ask students to identify opinion.

Task Two: Tape TV/Radio commercials and ask students to distinguish between fact and opinion.

DETECT BIAS

Task One: Prepare a reading about a young child. Use loaded words. (Boy: lad, tot, youngster, brat, urchin, delinquent, etc.) Ask listener how he feels about this child.

Task Two: Read two descriptions of a winter day, one favorable and one unfavorable. Ask child to determine which writer enjoys wintertime.

DRAW CONCLUSIONS

Task One: Read story aloud up to conclusion. Ask students to supply the conclusion.

Task Two: Prepare a reading whose story line indicates the character wanted to do something. After reading the opening paragraph ask student listener what he wanted and why. Then ask student to tell you how the character will try to get what he wants.

DISTINGUISH BETWEEN FANTASY AND REALITY

Task One: Read aloud a selection and have students respond to the question, "Could this have really happened?" Or "Is this story real or make-believe?"

Task Two: Read a story. Ask student to identify clues which reveal that it could not have happened.

MAKE INFERENCES

Task One: Before an oral reading by the teacher, discuss with students common experiences which are similar to those of characters in the story. Or after story is read have student listener relate this story to his personal life.

Task Two: After reading a selection aloud, ask student to select from two statements the one which is best on the basis of the information provided in the selection.

Grid One RECALL Questions for Grade Level 5

1. According to the article when was American a tresure house of great forests? Ans: at the time of its discovery. (recall)

2. Where in the article did the author talk about people "striking it rich?" Ans: at the end. (locate detail)

3. What two mountain ranges did the article mention? Ans: Appalachians and the Rockies. (identifying)

4. How tall did the grasses on the plains frequently grow? Ans: as high as a man. (recall)

5. Where in the article does the author say, "No other country within memory has been blessed with such a wealth." Ans: at the end. (locate)

6. Redwoods grow to more than how many hundred feet high. Ans: 300 (identify)

LOCATE MAIN IDEAS

Task One: Read paragraph aloud, and from two statements you have prepared, have students select the main idea.

Task Two: Read paragraph aloud, and from more than two statements have students select the main idea.

Task Three: Read paragraph aloud and have student tell the main idea in his own words.

IDENTIFY A SPEAKER'S PURPOSE

Task One: Read one sentence aloud several times changing stress and intonation. For example, I'll go to the store. I'll GO to the store. I'll go to the STORE. Ask the student which sentence sounds like an answer to each of these questions: Where? Who? What Act? Repeat your reading of the sentences.

IDENTIFY PERSUASIVE MATERIALS

Task One: Select two descriptive paragraphs modeled after TV or radio commercials. Read one paragraph with emphasis. Read other paragraph in dull, listless voice. Ask student which article he would buy and why.

Task Two: Read aloud a commercial. Have students list descriptive words used.

Task Three: Have students change No. 2 above by changing adjectives.

IDENTIFY A SEQUENCE OF IDEAS

Task One: Prepare simple paragraph of logical progression; for example, one describing a person doing an act with which student is familiar, like getting ready to go outdoors in the winter. Put one action out of order and ask student to identify.

Task Two: Read paragraph which gives directions for a familiar sequenced task, like pouring a glass of milk. Ask student to arrange acts in sensible order.

UNDERSTAND IMPLICATIONS

Task One: Read a story aloud and ask students to think about how they would dress the character if the class were to make the story into a play. Or have them describe or draw a picture of the setting.

Task Two: Read aloud a story about a personal experience of someone. Have students list similar experiences which they have had. (Humorous, frightening, etc.)

REACT TO MOOD

Task One: Read aloud to student a passage from literature and ask him to determine the feeling. How did the characters show their feelings by the sound they made?

Task Two: Read the same passage in two ways, with feeling and with little feeling. Have students identify the better reading. Select obvious mood pieces for this task.

REPEAT A MESSAGE WHICH IS GIVEN

Task One: Read aloud simple letters or numbers and have student repeat what he hears.

Task Two: Read aloud simple sentences and ask student to repeat what he hears. Move from simple to more complex sentences.

VISUALIZE DESCRIPTIVE AND DRAMATIC PASSAGES

Task One: Have students identify how they feel after hearing several sets of sentences. Make one set sad, gloomy, drab; have another set focused on happy events, etc.

Task Two: Ask students to illustrate a scene described in a set of sentences which the teacher reads to him.

BECOME AWARE OF SPEAKER'S STYLE

Task One: Read three selections to student one of which is definitely in a different style from the others. Ask student to identify the paragraphs which are similar in style.

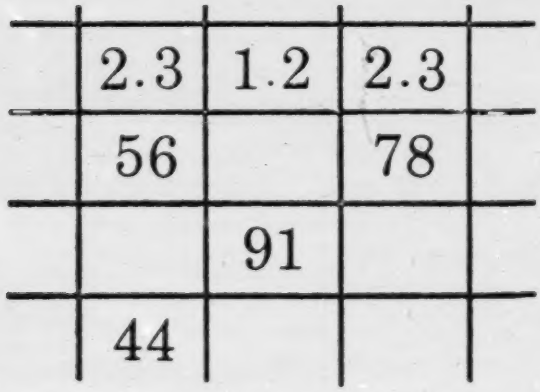
Task Two: Play tape of different speakers known to child. Ask child to identify speakers.

FOLLOW SEQUENCE IN DEMONSTRATION

Task One: Out of sight of the child tape bell, pour water, and thump desk. Have student duplicate sounds in same order.

Task Two: Out of sight of child, sharpen pencil, rap on door, dial phone, type letters. Ask child to identify sounds heard in correct order.

PART TWO
GRID LISTENING EXERCISES AND GRID SCORING DEVICES



To diagnose an individual student's listening comprehension skills, you should test five areas of competency. These areas are:

1) Recall - the student is asked to locate, identify, produce from memory facts explicitly stated in the selection which has been read to him.

2) Organizing Information - the student is asked to organize facts stated explicitly in the selection.

3) Inference - the student is asked to use the ideas from the selection to reach conclusions or make deductions.

4) Generalization - the student is asked to give an idea of the selection.

5) Judgment - the student is asked to attest to the accuracy, acceptability, worth or probability of the ideas expressed in the selection.

It is recognized that there is a hierarchy of difficulty within each of these areas, extending from simple comprehension exercises to complex tasks involving several of the areas. For the purposes of this testing, tasks are kept simple.

Each of the above five areas can be tested through questioning after the student has heard a prepared reading. For convenience in working with this program, the above five areas will be called hereafter--GRID I, GRID II, GRID III, GRID IV, and GRID V.

Make a set of selections and questions for each of the GRIDS, using the selections in Part Two of this package, as models. Start with a selection which is at the instructional reading level of the average student with whom you work. For each GRID provide additional selections which are at least two years below this level of difficulty. When this assignment is completed, you should have a set of twenty-five selections (five for each GRID).

Prepare a device for recording scores achieved by students on the questions for the GRID selections using the form below as a model. (Note that for GRID I you will need to list the sub-skills in the left column.) You should provide extra lines on the score sheet so that continuous progress can be recorded as future testing is completed or so that, in cases of doubt, you can record a second try at the same level of difficulty on the same date.

Duplicate your score sheets so that you have a sufficient supply for each level of difficulty in each GRID.

Device for Recording Scores

on

Listening Comprehension Grids

Student Name _____

Instructional Reading Level _____

GRID NUMBER AND TITLE

Date Administered	Name of Skill	← Grade Levels →		
		← Percentage of Accuracy in Response →		

To diagnose a child's listening skill on any of the GRIDS, proceed as follows:

1. Select the GRID needed to test the competency in question.

2. Start with the selection which is at the instructional reading level of the student being tested.

3. Read the selection aloud to the child. Ask the questions following the reading, and tabulate the resulting score or his responses on the GRID score sheet. (NOTE: If the child has difficulty at the level chosen, try easier paragraphs. (Difficulty is indicated by 80 percent or less in comprehension.)

4. Repeat the process until a level is reached where comprehension of 80 percent or better is achieved.

5. This determines the competency of the student in the particular comprehension skill; it also determines the level of difficulty for his continued instruction.

6. The program prescription for the student should consist of similar exercises at the level in which he demonstrates 80 percent proficiency, or better.

Grid One RECALL

Student should be able to recall details, locate and identify them.

Example:

Taken from: The Boy Who Would Not Say His Name by Elizabeth Vrecken, Follett Publishing Company Chicago, Illinois, 1959.

One day Bobby hopped into the living room. "Look, Daddy," he said. "I am Peter Rabbit."

Daddy laughed.

1. How did the boy go into the living room? Ans: he hopped (recalling detail)

2. In what part of the story it tell you that? Ans: first part (locating detail)

3. What was the boy's name? Ans: Bobby (identifying)

PROCEDURE:

1. Select a graded reading and prepare questions to take into account the three sub-skills mentioned above.
2. Read the selection aloud to the studetn.
3. Ask the questions following each reading.
4. Record the responses on the GRID scoring device.

Illustration of Device for Recording Scores

GRID ONE RECALL

Grade Level

Date Administered	Name of skills		Percent of Accuracy in response			
	1. Recall					
	2. Recall					
	3. Locate					
	4. Locate					
	5. Identify					
	6. Identify					
Total Percent Correct						

The number of questions would vary with the complexity of the material read.

The level at which the student receives 80% or better is classified as his listening grade level.

Grid One — RECALL — Grade Level 3.1

Eastern Chipmunk

Taken from: High and Wide by Johnson, Kress, McNeil, Hutchins and Brown. American Book Co., 1968.

Summer is a busy time for the bright-eyed little eastern chipmunk. When the days are long and the sun is warm, he is busy getting food for the winter. For by the time of the first frost, he must have his house filled.

The chipmunk carries the food to his house by putting it into his pouches. He does not fill one pouch at a time. First he puts some food into the pouch on the right side, then some into the pouch on the left. When both pouches are filled, the chipmunk runs off to the rooms in his burrow.

For his bedroom the chipmunk takes the largest room in the burrow. The bedroom and storage rooms are at the end of a tunnel.

A tunnel opening is often hidden. It may be inside an old tree, or under a stone wall, or hidden under fallen leaves. The tunnel is about 2 inches wide. The bedroom, which is lined with leaves and grasses, is about 1 foot square.

Grid One — RECALL — Questions for Grade Level 3.1

1. How does the chipmunk carry his food? Ans: in his pouches. (recall)
2. When is the chipmunk busy getting food? Ans: when days are long, when sun is warm (recall)
3. In what part of the story did it tell you that? Ans: first part (locate)
4. What was often hidden in a chipmunk's tunnel? Ans: the opening (identify)
5. In what part of the story did it talk about frost? Ans: first part (locate)
6. What was the chipmunk's home called? Ans: burrow (identify)

Grid One RECALL Grade Level 5

The Treasures They Found

Taken from: Bold Journeys, by Albert J. Harris, The Macmillan Co., New York, 1970.

At the time of America's discovery, our country was a vast treasure house of fertile soil, great forests, and endless grasslands teeming with wildlife. America was an unknown continent, blessed with just about everything a land needs to grow into a great and powerful nation. Magnificent forests reached from the far North down to what was later to be known as Florida. They stretched from the coastal water of the Atlantic to the Appalachian Mountains and beyond.

More than 800 million acres were forests. In these woods roamed moose, antelope, and deer. There were foxes, wolves, bobcats, and cougars. There were brown bears, black bears, and huge grizzlies.

On the sweeping plains west of the Mississippi River, native grasses frequently grew to the height of a tall man. Farther westward, the long grass of the prairie lands gradually changed to the short grass of the dry country. Herw was the heartland of the continent. Here was the boundless sea of grass that was the food for the deer, antelope, and immense herds of buffalo. These herds may have numbered from seventy-five million to more than one hundred million in the 1800's.

Farther west, the Rocky Mountains lifted their craggy peaks high into the clear air to form the backbone of the continent. These great peaks stood guard over valuable resources of timber, fur, and precious metals. Beyond the Rockies were lands that would someday bring tremendous wealth in minerals, crops, and cattle. Still farther west, along the Pacific Coast, were unspoiled golden valleys and timbered mountains. Majestic forests of redwoods towered more than 300 feet into the air. Here, in years to come, great underground pools of oil would be discovered.

This was America at the time the first colonists reached our shores. It was rich, lush, and beautiful. Water, fertile soil, timber, furs, metals, minerals, fuels--all were to be found in this wonderful New World. No other country within the memory of man had every been blessed with such a wealth of natural resources. Surely many people who made their way to these shores were bound to "strike it rich."

Grid One RECALL Questions for Grade Level 5

1. According to the article when was American a tresure house of great forests? Ans: at the time of its discovery. (recall)

2. Where in the article did the author talk about people "striking it rich?" Ans: at the end. (locate detail)

3. What two mountain ranges did the article mention? Ans: Appalachians and the Rockies. (identifying)

4. How tall did the grasses on the plains frequently grow? Ans: as high as a man. (recall)

5. Where in the article does the author say, "No other country within memory has been blessed with such a wealth." Ans: at the end. (locate)

6. Redwoods grow to more than how many hundred feet high. Ans: 300 (identify)

Grid One RECALL Grade Level 7

My Parachute Jump

Taken from: Experiences in Reading and Thinking, by Stella S. Center and Gladys L. Person, The Macmillan Co., New York, 1945.

There are many official rules and regulations governing the use of parachutes. One must first obtain a permit from the Air Ministry, and satisfy them as to perfect physical fitness by sending a medical certificate. It is then necessary to get into touch with one of the three well-known parachute factories, and to persuade them that one is the right sort of person to use a parachute successfully and to be a credit to their works. I was accepted by the parachute company without difficulty, and they wrote to the Air Ministry asking for my permit to come through at once. But the Air Ministry, like official bodies, moves slowly, so I peppered them with letters marked "Urgent," and even dared to ring them up. I was impatient; I had said I would jump from an airplane on a certain day, and I meant to do it. They asked me over the phone if I thought they were a public benefit store, and I rather rudely said "Yes," but in the end they relented, and my permit came through for the very day I wanted it.

Grid One RECALL Questions for Grade Level 7

1. How many parachute factories are mentioned in the article? Ans: 3 (identify)

2. What section of the article talks about getting a permit? Ans: first part (locate)

3. From whom was the permit obtained? Ans: Air Ministry (recall)

4. What kind of a certificate had to be sent to the Air Ministry? Ans: medical (recall)

5. What section of the article talks about the author's sending letters marked URGENT? Ans: middle (locate)

6. When did the permit to jump come to the author? Ans: on the day he wanted it (identify)

Grid Two ORGANIZING INFORMATION Grade Level 2.2

Shell Flowers

Taken from: Gold and Silver, Johnson, Kress, et. al., American Book Co., New York, 1968.

Shell flowers are quick and easy to make. When they are finished, they can be used on boxes or bottles or even candles.

You can make many different kinds of shell flowers, but you will need the same tools to make them all.

The first tool you will need is a small sheet of glass upon which to make the flowers. The glass should be about 6 or 8 inches square.

Next you will need a pair of pointed tweezers. The small pointed tweezers are used to pick up, place or move the shells around. You will also need a clear, quick-drying cement.

Grid Two ORGANIZING INFORMATION Questions for Grade Level 2.2

1. What was the first tool needed to make shell flowers? Ans: sheet of glass
2. In what way can shell flowers be used? Ans: to put on boxes, bottles, or candles
3. What is the second tool that is needed? Ans: tweezers
4. Arrange these three uses of the tweezers in a sensible order for working with the sheels:

   a. moving them on the sheet of glass
   b. picking them up from the box of materials
   c. placing them in the glass

   Ans: b,c,a

Grid Two ORGANIZING INFORMATION Grade Level 3.2

The Family of the Sun

Taken from: Ideas and Images by Johnson, et. al., American Book Co., New York, 1968.

The earth belongs to a family. The head of the family is the sun. The family is called the solar system. The earth is a planet, and eight other planets are members of the solar system.

Look up at the sky some clear night. You will see many stars. Most of them look like tiny, twinkling dots, but on some nights you will find one or two dots that seem bigger than others. They shine with a steady light and do not twinkle. They are planets.

Grid Two ORGANIZING INFORMATION Questions for Grade Level 3.2

1. What is the head of the solar system? Ans: the sun
2. What members of the solar system are mentioned in the first paragraph? Ans: planets and sun
3. How do you tell a planet from a star? Ans: Planets seem bigger and shine with a steady light.

Grid Two ORGANIZING INFORMATION Grade Level 5

Wired for Sound

Taken from: Kings and Things, Johnson, Kress, et. al., American Book Co., New York, 1968.

The big buck deer that bounded out of the brush was different from most other deer in the forest. This deer was wearing a collar! Hooked to a small radio transmitter on the collar was a piece of stiff wire about two feet long--an antenna. The radio was sending a signal, and on the other end of the signal were a receiver and a scientist.

Today, scientists are putting radios on all kinds of animals from toads to grizzly bears. By listening to signals transmitted from one of these radios, scientists can learn more about the home range, movements and even the food of animals.

Grid Two ORGANIZING INFORMATION Questions for Grade Level 5

1. How did the deer get a collar? Ans: scientist put it on the deer
2. What is the collar for? Ans: to hold a radio antenna to send signals
3. Who receives the signals sent out by the antenna? Ans: a scientist
4. How are modern scientists learning more about animal habits? Ans: by listening to the radio signals

Grid Three INFERENCE Grade Level 2.2

Humphrey

Taken from: Gold and Silver by Johnson, et. al., American Book Co., New York, 1968.

Humphrey shook his head. "It's not going to work," he thought sadly. "An elephant is just too BIG to be a good detective."

More than anything in the world, Humphrey wanted to be a detective. He had been planning for years. Planning and waiting for the time he would be grown up.

"Well, I'm grown up now," he thought sadly. "But I'm grown out, too. I'm too grown up and too grown out to be a good detective."

"No matter what I do, I can always be seen. Everywhere I go, I can always be heard. I walk on my toes, but even my toes make noise. I hide behind things, but nothing can hide all of me.

"Nothing can keep people from knowing it's not just a tail behind them, but a full grown elephant."

Grid Three INFERENCE Questions for Grade Level 2.2

1. How does Humphrey feel about being grown up? Ans: sad
2. What about growing up didn't Humphrey plan on? Ans: growing out
3. For Humphrey, why did growing out keep him from being a good detective? Ans: he would always be seen and heard
4. How did Humphrey act like a human being when trying not to make noise? Ans: walked on his toes or hid behind things
5. Why didn't this work? Ans: even his toes make noise, some of him always showed

Grid Three INFERENCE Grade Level 3.2

The People Downstairs

Taken from: Ideas and Images, Johnson, et. al., American Book Co., New York, 1968.

Jan and Danny and Mike Sherrill lived on the very top floor of an apartment house five stories high. There were lots of stairs to climb when they came in from outdoors, but they didn't mind. From the top floor it was only a few steps to the roof. There was plenty of space to play up there, and their mother had a good place to dry clothes.

Jan was nine years old, and Mike and Danny were seven and five. On the fourth floor in the apartment right under the Sherrills, lived the little Flannigans. They had great fun playing together.

Then one day the Flannigans moved away, and some new people moved in. When Mrs. Sherrill stopped by to welcome her new neighbor, she found out that the lady's husband worked at night and had to sleep all day. And then, soon after the lady's husband woke up, it was time for her baby to go to sleep.

Grid Three INFERENCE Questions for Grade Level 3.2

1. Why didn't the children play on the street? Ans: more steps down, traffic, plenty of space on roof

2. How do you know that the Sherrills and Flannigans were good neighbors? Ans: they had fun playing together

3. How much older than her youngest brother was Jan Sherrill? Ans. four years

4. Where did the new neighbors live? Ans: where Flannigans used to, fourth floor, below Sherrills

5. How do you think having the new family in the building may affect the Sherrill children's lives? Ans: they may have to play more quietly; they will not have playmates; they may not be allowed to play on the roof any more

Grid Three INFERENCE Grade Level 6

The Wall and Mr. Pemberton

Taken from: Launchings and Landings, Johnson, et. al., American Book Co., New York, 1968.

Pemberton drew the collar of his wet-leather jacket closer about his throat. The coat was brand-new and the best that money could buy. So had been the guns and fishing rods and tent and all the rest of the camping gear that now lay at the bottom of the stream. Or perhaps they were floating crazily downstream to pile up on some distant bar. Perhaps someone would find the canoe, or one of his sleeping bags, and start a search upstream. In this wilderness? It was a hope.

He remembered the way John Raincloud had looked at the crisp new outfit and then at him and smiled and said nothing. Johnny, too, had been the best money could buy, the best guide in Idaho, they had told Mr. Pemberton in the big outfitting store. "He's a full-blooded Indian, raised in the woods. He's the best there is, Mr. Pemberton, You can rely on him."

Grid Three INFERENCE Questions for Grade Level 6

1. Why did Pemberton draw his collar closer? Ans: cold
2. Why was this wilderness bad for rescue? Ans: very few people
3. What was Johnny Raincloud thinking when he smiled and said nothing? Ans: he knew Pemberton was a greenhorn or not a woodsman
4. What transportation were the men using? Ans: canoe
5. Why were the guns and gear underwater? Ans: canoe tipped
6. Why did the men in the store think Johnny was a good guide? Ans: full-blooded Indian, born in the woods

Grid Four GENERALIZATION Grade Level 3.1

Fable

Taken from: Beyond Treasure Valley, Betts and Welch, American Book Co., New York, 1963.

"You poor thing!" said the fox to a cat one morning. "What do you know that is worth knowing?"

"Just one trick," answered the cat.

"What is that?" asked the fox.

"I know how to climb a tree when dogs are after me," said the cat.

"Oh, is that all? said the fox. "I know a number of tricks better than that. Come and I'll show you."

As the cat went with the fox into the woods, a hunter came along. With him were four clever dogs.

The cat climbed a tree and sat where the leaves covered her from sight.

"Now, Friend Fox," she said, "bring forth your tricks."

The fox did not know what to do. He ran here and there, but the dogs soon caught him.

As he gave up, the fox called, "I might have saved my life, but --------

Which of the following best completes this story:

1. I forgot that not all that glitters is gold.

2. I always know the right thing to do.

3. I didn't do any one thing well.

Grid Four GENERALIZATION Grade Level 5

Welcome, Genius

Taken from: Bold Journeys, Gartler, et. al., Macmillan, New York, 1966.

One of the largest waves of immigration to American came just before the Second World War. At that time, thousands of Germans fled their country because of persecutions there. Many German scientists chose to make the United States their home.

Among these was Albert Einstein, one of the greatest physicists and mathematicians. When Einstein arrived here in 1933, he was already the leading mathematician and physicist in the world. His theories led to the development of atomic energy and helped to make possible our exploration of outer space.

Einstein's interests, however, were not limited to science. He spoke out strongly on all subjects dealing with the rights and needs of men. "As long as I have any choice," he said, "I will stay only in a country where liberty and equality of all citizens is the rule."

Grid Four GENERALIZATION Questions for Grade Level 5

What is the main idea of this selection?

Ans: The United States gained the citizenship of a great man (Einstein)

Grid Four GENERALIZATION Grade Level 6

Crystals All Around You

Taken from: Into New Worlds, Harris, et. al., Macmillan, New York, 1966.

When you grow, your body is growing from inside. The nutrients in the food that you eat are carried by your blood to all the tiny cells that you are made of. This enables the cells to multiply so that you grow taller, broader, and stronger. Crystals grow differently. They grow from outside. The only way for a crystal to grow is for the right kind of atoms and molecules to reach its surfaces and fit themselves into the same pattern of order the tiny "seed" crystal has.

Two things are absolutely necessary for atoms and molecules to get into the ordered places that build a perfect crystal--time and freedom. The tiny particles have to be able to move freely enough so that they can get into their places on the crystal surface. And they must have enough time to do this.

Grid Four GENERALIZATIONS Questions for Grade Level 6

What is the main idea of this selection?

Ans: Crystals grow by having the right kind of atoms and molecules, time and freedom to fit themselves into the right pattern on the surface of a smaller crystal.

Grid Five JUDGMENT Grade Level 2.1

Seeds

Taken from: Far and Away, Johnson, et. al., American Book Company, New York, 1968.

Would you ever plant a penny, a rock, or a toy? You know they would never grow. But plant a seed, and it will do what the penny, the rock and the toy can't do. The seed will grow.

Where do seeds come from? Let's see if we can find out.

A flower grows old. When it does, the petals fall off. When the petals fall, you can see inside the flower. This is where the flower seeds grow.

Grid Five JUDGMENT Questions for Grade Level 2.1

1. What proof is there that a penny, a rock, or a toy is a seed? Ans: none of them can grow
2. In your opinion, what does the word this in the last sentence refer to? Ans: inside the flower
3. Why do you think that you can't see the seeds in a new plant? Ans: because the petals cover them up
4. Is what you have read in this selection true or make believe? Ans: true

Grid Five JUDGMENT Grade Level 3.1

Indian Smoke Signals

Taken from: High and Wide, Johnson, et. al., American Book Co., New York, 1968.

The Indian sent signals with smoke. First he made a small fire and threw some grass over it. The grass made the fire smoke. When the fire was smoking, the Indian held his blanket over the smoke. By moving the blanket up and down the Indian could make the smoke go up in long or short puffs.

All the people of the tribe knew the meaning of the different puffs of smoke. Some of the signals were danger and warning signals. Others called a council meeting. Still others called the tribes together for war. Others told of peace.

Grid Five JUDGMENT Questions for Grade Level 3.1

1. Why did the Indian move his blanket up and down? Ans: to send up signals

2. Why did all of the people of the tribe have to know the meanings of the different puffs of smoke? Ans: to understand what was being said

3. Where do you think the Indian was when he built the smoke signal fire? Ans: where the tribe could see the signals

4. How do you know that the people of a tribe might not live in one area? Ans: the signals were sometimes used to call them together.

Grid Five JUDGMENT Grade Level 5

Out There

Taken from: Kings and Things, Johnson, et. al., American Book Co., New York, 1968.

If you could bounce a handful of rubber balls around inside a globe the size of the earth, the chances of any two coming together would be a billion to one. The odds on a speeding spaceship being struck by a meteor are roughly similar, but it can happen. It did! To me!

Jimmy and I have been out for nearly four months, ferrying mining equipment to Pluto, that distant lonely world on the edge of deep space. Now we are homeward bound.

Grid Five JUDGMENTS Questions for Grade Level 5

1. What type of story is this? Ans: science fiction, make-believe

2. What evidence tells you this is not an informative essay on space travel? Ans: personal connection--"it happened to me."

3. How do you know from the story that Pluto is a planet, rather than a satellite? Ans: it needed mining equipment, it was called a lonely world.